Oakland Unity Preparatory School Start Up Grant

Introduction

Given many public school systems' chronic failure in adequately serving disadvantaged students, charter schools offer hope for creating better educational opportunities through smaller, more personalized settings with greater access and control to address a specific community's particular needs. Since their legal inception in California, community groups in Oakland have organized several elementary and middle charter schools, (but only one small high school). These schools have found success through the introduction of culturally relevant, hands on learning, small learning environments, and close, cooperative school/family connections while emphasizing state content standards and consistently high expectations. The overall assessment of charter school experience for students has been positive. In the 2000 STAR tests some charter schools demonstrated outstanding student growth. Despite the fact that each of these schools have poverty levels at 85% or higher, they outperformed the district as a whole, which has a 54% poverty rate and showed an average gain of 2.25 percentiles.

However, parents, and teachers at existing charter schools have witnessed children grow and graduate from small supportive middle schools only to get lost and drop out of the large, impersonal, public high schools. While all parents wish their child to excel academically, parents first and foremost concern is for their child's safety and well-being. Oakland needs a nurturing and academically rigorous high school that will both prepare students for college/ career and closely support diverse families and students to create the conditions necessary for academic success. Oakland Unity Preparatory High School (OUPS) will be such a school.

I. Innovative Vision

Oakland Unity Preparatory School will be a safe, high expectation/high support school with a rigorous, developmentally appropriate and culturally relevant curriculum. The school will be designed with structured supports that foster collaborative working relationships with students and families, and with community-based organizations and service providers. In addition to being responsive to the individual developmental and academic needs of students, a comprehensive support program provided through a partnership among the school, the families, and the community will help assure that students have the support they need to focus on academic growth. OUPS will offer students learning experiences needed to achieve their leadership and academic potential and become creative critical thinkers, compassionate human beings, and effective participants in a multicultural democratic society, no matter what career path or life endeavors they choose.

Characteristics of OUPS
- OUPS is a community initiated and supported charter high school.
- OUPS will be a small high school (grades 9-12) with 100 students per grade level.
- OUPS will have a collaborative culture where all parents and staff feel a shared responsibility for the education of all students.
- OUPS will have a multicultural and nurturing family environment where students are comfortable and accepted for their individuality and also as members of cultural groups.
- The curriculum will align with state standards and will be administered on site.

- Service-learning activities will be integrated with the curriculum to allow students to learn about their communities and develop their sense of responsibility to social issues.
- Leadership development activities will be a required undertaking for all students to develop positive sense of self-efficacy, and effective communication and action to effect social issues.

Intensive Support
- OUPS will partner with local community service agencies to provide comprehensive student and family social services. A great impediment to student academic success is the family needs and challenges that preoccupy many students from low-income communities.
- OUPS will connect every student with a caring adult/mentor. Students and families will interact continuously with teachers and mentors.
- Individual tutoring. Students who need additional assistance with academic work will be assigned tutors from partnering colleges/universities.
- Career and college counseling. Our partnering agencies (e.g. TRIO program, GEAR Up, Upward Bound, and professional organizations, etc) will provide a full range of college and career counseling and mentoring program to our students

Demographic characteristics and Performance levels of students
OUPS will accept all students (limited by space) and but will draw students primarily from existing charter middle schools in Oakland. Oakland has one of the most challenged student populations in the state. More than a third of students, 35.1%, are English language learners, more than half, 54.1%, qualify for free or reduced lunch, and 29.4% are CalWORKS (formerly AFDC). Corresponding, the attrition rate of Oakland Unified School District (OUSD) was 57.1%, meaning that less than half of ninth graders eventually graduate. Last year only 336 graduates in a district of 55,874 were eligible to attend a UC or CSU. State testing showed that almost half of OUSD's schools scoring in the lowest decile.
The charter schools that will feed into OUPS have even more highly impacted populations than Oakland as a whole. Each of these schools has over 85% eligibility for free and reduced lunch. These families often bring cultural characteristics to schools that may not fit well within the expectations of the traditional public schools. Each charter school has developed programs to bridge cultural gaps that may impede learning and these programs and their lessons will be integrated into the academic and social support structure of OUPS.

Characteristics of communities
The majority of our students will be from Oakland's poorest and most ethnically diverse areas. The commercial areas of these poor neighborhoods are lined with vacant commercial lots, boarded-up stores, check cashing services, liquor stores, and storefront churches. The need for investment in this community is highlighted by Oakland's federal designation as an Enhanced Enterprise Zone and a 1998 City of Oakland, Department of Aging, Health and Human Services study that found that poverty rates were significantly higher in these communities and unemployment reached 16%.
Participants in OUPS will reflect the diversity of the neighborhoods. We anticipate our student body race/ethnic composition to be 30% African-American, 40% Latino, 5% Asian, 15% Native American and 10% others. The feeder schools have 85% or greater participation in the free and reduced lunch program. Both American Indian Charter and Oakland Charter Academy have large populations of English language learners. Thus OUPS will serve families from the

most diverse, low-income, and high-risk communities in Oakland.

Philosophical, theoretical, and research base of the school vision

Research has shown that small learning communities, combined with culturally relevant subject matter and high expectations, can create the conditions for outstanding student achievement among even the most disadvantaged students.

Educator and psychiatrist James Comer (2001) has argued that if schools wish to become places where students from poor communities can develop as healthy, capable, thoughtful human beings, schools need to understand what fosters healthy human development and construct environments that are conducive to such development. Our premise is that for students to excel, a progressive range of basic needs, as suggested by Maslow (1954), must first be satisfied. That is, for schools, the most basic areas of need (safety and security) must be addressed for both students and families in order to successfully address higher order needs (community and belonging; self-esteem/self-respect and esteem/respect for and by others), that lead to high levels of development and achievement (self-actualization), including, but not limited to, high academic performance.

Our research (www.arcassocaites.org/l4d) has also demonstrated the role of more personalized relationships between adults and students in promoting higher student achievement and pro-social development. Smaller school size, in turn, allows for the development of more personalized relationships. A significant amount of research has been conducted demonstrating a direct correlation between school size and the academic performance of students. Even so, while it is clear that "size matters", size is not the only condition necessary to maximize student development and academic success. Institutional support of student/family needs, high behavioral/academic expectations, and the cultural proficiency of the school relative to the population it is serving are also critical factors.

In culturally diverse communities, attending to culturally specific attributes is essential for authentically engaging students and building relationships with families.

Our expectation is that OUPS will provide a model for achieving high success with students from high-poverty, historically marginalized populations as they are provided with developmentally and culturally appropriate curriculum based on high standards *and* high support. This model draws from the research cited above, as well as our several decades worth of collective experience working with urban schools.

Modes and methods of instruction

Our curriculum will be a challenging, coherent, developmentally appropriate and culturally relevant curriculum that adheres to California's standard. Curriculum will be delivered in average class size of 20 students. Our professional staff will use research-based knowledge about teaching and learning and design a variety of learning experiences that actively engage students at a high level of learning consistent with our vision and goals. Whenever appropriate, the learning experience will be integrated with the leadership and service learning activities in which each student is required to participate.

OUPS will include: cooperative group work (developing communication/social skills); service-learning projects (empathy development, social responsibility development); youth leadership development training integrated into the curriculum (including individual and cultural identity, group dynamics, assertiveness training, gender identity issues, social awareness development, unlearning racism work, organizing skills development, speaking skills, etc.).

We will use content and pedagogy that draw significantly from the wealth of cultural knowledge and resources that exist within the community. The staff will use a "Funds of Knowledge" type approach to linking with families in the development of curriculum and instruction. This approach draws from the existing cultural resources within the student's person, family, and home and integrates them into the curriculum in the pursuit of meeting and exceeding content-area standards.

Technology will be integrated into our school setting and curriculum as a vehicle for mastering and working creatively with state content standards. The school will seek support to provide all students with notebook computers that are connected to the school's broadband wireless intranet/internet. This will allow our students to have access to web-based learning activities, distance education offerings, to develop projects connected to many of the students' home countries, and to participate in other international projects.

The school will offer study skill classes to all students to assist them meeting the academic challenge. Tutors will be provided to all students who need extra support.

Educational objectives of school
- The educational program will be aligned with the state's A-G requirements.
- Every student, in consultation with an adult advisor, will develop a career or college plan as evidenced by his/her individual Student Success Plan portfolios.
- All students will respect and actively support racial and ethnic harmony as evidenced by semi-annual school climate surveys and referral data.
- All students will partake leadership development or service learning projects annually.
- Every student will have equal access to all OUPS educational and enrichment activities.

Summary

OUPS will prepare all students for college and also to be productive members of a multicultural world. Thus our outcomes will be both academic, developmental and social/cultural. Academically we must provide our children the skills to take advantage of the opportunities around them, and culturally we must provide them the background to believe in themselves as agents of positive change and also their fellowship with all other members of the community and their responsibility to use those skills for the greater good of the society.

Contribution to educational reform

Our expectation is that OUPS will provide a model for achieving high success with students from high-poverty, historically marginalized populations when they are provided with developmentally and culturally appropriate high standards *and* high support. This model draws from the research cited above, as well as our several decades worth of collective experience working with urban schools.
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II. Educational Capacity

Activities for implementing standards-based curriculum and instructional programs

Our teachers will utilize a variety of strategies and resources, including technology, that actively engage students and help them succeed at a high level. All students will experience learning opportunities that emphasize high order thinking skill and integrate academic and applied content. It is also important to mention that our students will have access to all

curriculum paths at OUPS.

To ensure that teaching and learning occurs between teachers and students, among students and between school and community, we will integrate our classroom/textbook curriculum with service learning and leadership activities at their communities. Our students have demonstrated that they are most engaged in learning when learning is made relevant to their experiences and communities.

OUPS will also draw on outside experts and site visits to other schools, both public and private, to look at successful models of teaching and learning.

Measurable outcomes for student performance

By the end of each academic year the following measurable outcomes will be achieved:

- Average school SAT/9 score will be at or above the 50 percentile.
- Students who score below the 50th percentile on SAT/9 will improve by 5 percentile or more.
- Fifty percent of enrolled students will be at or above grade-level performance on the Learning Record Assessment system.
- School attendance will be at or about 90%.
- All students will have taken core subjects, including Algebra I, by the end of the ninth grade.
- Every student will complete one service learning or one leadership development project,
- Every student will meet other specific objectives in his/her Student Success Plan.

Comprehensive student assessment program

Our teachers will employ a variety of formative and summative assessment strategies to evaluate student performance and to modify the curriculum and instructional practices. The primary ongoing assessment of students' academic progress will be through the use of the Learning Record Assessment System that yields much more comprehensive and useful information for teachers to guide their instruction. Academic progress will also be measured through curriculum embedded assessments at the beginning and end of each marking period and state-mandated testing. Each semester families and staff (including the student's advisors) will review the student's progress and update his/her Student Success Plan.

Student interaction with teachers

It is our belief that the students' relationship with caring adults is crucial in the development of their self-efficacy and school success. We will provide structured opportunities for the development of such personalized relationships. Every teacher in OUPS, in additional to their teaching responsibilities, will also serve as an advisor to 20 students. The teacher will be responsible for developing, together with the student and his/her parents/guardians, a Student Success Plan for each student. The teacher will conduct bi-weekly advisory sessions that will review both academic progress and progress toward developmental milestones and social goals. The teacher will also visit the student's home at least once a year and will meet with the student and his/her parents a minimum of three times a year to review progress, discuss successes and challenges, to update the Student's Success Plan, and to arrange for additional support when needed. In addition, each student will be matched with a mentor who may be a college student or a professional from the community.

Plan and resources for professional development

Our staff will attend a weeklong professional development prior to the start of the school

year and will have10 more professional development days during the school year. We will develop a school culture of collaborative inquiry. All professional development activities will be selected and/or designed by the staff in partnership with external service providers. For example, OUPS will be working closely with CANEC who regularly sponsors training for charter schools in Bay Area. We will also participate in the network of the California Charter School Development Center at CSU/Sacramento, which offers professional development services. We are also one of the clients of Oakland Charter Together (OCT), a project funded by the U.S. Department of Education to provide technical assistance and training to charter schools in Oakland. We will engage their resources to provide professional development for OUPS.

In addition, the San Francisco Bay Area has many educational service providers (e.g. University of California, WestEd, Bay Area Coalition for Equitable Schools, Ed Sources, Equity Assistance Center, Comprehensive Assistance Center, etc.). When appropriate, we will draw from these agencies to assist us with our professional development planning and delivery.

III. Business Capacity

Design for effective school functioning

For the first three years, OUPS will operate as a non-profit agency under ARC Associates (www.arcassociates.org) who will oversee the development of the school and provide the business and operation support. At the end of the third year, OUPS will become a fully independent non-profit agency governed by community members. ARC, a 24 years old non-profit agency, has successfully mentored/coached several groups to develop into independent non-profit agencies.

To assure the establishment of a high quality program, OUSP will open its first year serving only the ninth and tenth grade levels, and will add an additional grade level in the second and third year of our operation. (Some of the partnering charter middle schools are planning on adding a 9th grade year at their sites in the hope of keeping their students until OUPS can open.).

The effective functioning of the school will be assured through the employment of highly experienced and qualified staff and by providing structured, sustained opportunities for professional development and continuous school improvement through reflective inquiry.

3-year financial plan

Our 3-year financial plan is attached on page14.

Development of governance and management structure

A seven-member board composed of parents, community members, and other professionals (four appointed by ARC and one by OUSD) will be the governing body of the school. All non-closed session deliberations and documents will be announced and posted as a matter of public record and compliant with the Brown Act. The Board will approve the final organizational responsibility chart, hire the school director/principal, approve all policies, approve financial budgets, and conduct annual financial audit and comprehensive school review.

The day to day management and operation of the school will be the responsibility of the school director/principal who will be authorized to enter into contracts that are included in the school budget, hire and terminate staff members, and make decisions within parameters set by the Board.

A nine-member School Council consisting of the director/principal, three teachers, three

parents, and two students will meet monthly to assist the director to develop policies, make decisions, and to resolve difficulties. Its responsibilities will be in four areas: facilitate school operation, develop personnel policies and ensure compliance, develop school policies and ensure compliance, and monitor school expenditures. At the beginning of the school year, the council will develop a set of ground rules clarifying the role of the council and its decision-making process with the understanding that the director/principal is the one who is responsible for the day-to-day decisions within parameters set by the Board.

OUPS board will also develop a committee structure, including board members but not exclusive to them, to implement and monitor school progress within the areas of curriculum and instruction, fiscal and development, facilities, personnel, family support and school/community relations. These committees will interact regularly with the School Council.

Location and maintenance of school facilities

OUPS has reached agreement with the Lutheran Church to lease for ten years a former elementary school site in East Oakland. The site is a former private elementary school. The site has 7000 ft^2 of classroom space, 5000 ft^2 of support space and 1.5 acre of open space. We will expand the instructional space yearly as required.

We will go through a comprehensive community design program for the site, seeking to gather parental, student and community input such that the facility will be a safe and nurturing environment matching both the academic and cultural needs of students and families. Daily maintenance of the school facilities will be by contracted custodian services. Yearly maintenance will be supervised by the board and the director/principal, and will be performed by some of the students' family members who will perform 20 hours of services for OUPS per year as their support for the school.

Resources to be used for facilities

Staff, partners, parents, and students will do much of the facility development. OUPS will actively seek additional funding from state and federal sources, including the Community Development Block Grant for renovations, etc. Through this process the community will have a greater sense of ownership of the site as well as input to make the site reach the needs of the students and families.

Experience and knowledge of personnel

OUPS draws on the extensive expertise from existing charter schools as well as educational experts that have worked within the traditional public schools and outside consultants dedicated to supporting and integrating diverse learners and learning communities and educational improvement, equity, and excellence. The members of the design team are:

- Sau-Lim Tsang, executive director of ARC Associates, a 24 year old non-profit organization dedicated to equity and excellence in public education,
- Carole Quan, former teacher, principal, and superintendent of OUSD,
- Ben Chavis, principal of American Indian Charter School and former university professor,
- Arlene Graham, former Oakland teacher and elementary school principal,
- JoAnne Grimm, former Oakland teacher and high school principal,
- Dirk Tillotson, Esq. A charter school governance consultant and Board member on a number of Oakland charter schools, and
- Edmundo Norte, a former teacher and multicultural education specialist.

This group, along with parents and other outside consultants, will develop the educational program until the school board is installed.

Recruiting qualified personnel

OUPS will begin its recruitment effort in the fall of 2002 with the formation of the school board. OUPS will first hire its director/principal. The recruitment will be nation-wide through professional publications and electronic bulletin boards. The design team is in contact with a large network of educators, and many have expressed interest in our school. The board will screen all applicants, interview the candidates, and seek input from the design team before making the decision. Great care and emphasis will be given to assuring that the director/ principal understands and is committed to the vision of OUPS, that he/she is experienced and has a passion for working in diverse communities, and has a wealth of experience successfully working with staff, students, and parents.

Once the director/principal is hired, he/she will direct the recruitment of other staff members. Again the recruitment effort will be national in scope. The director/principal will develop selection criteria and protocols for the hiring. OUPS envisions that many of its teachers will be recruited through informal contacts, however it will also utilize teacher recruitment resources such as CharterTeach and the CANEC network. When necessary, we will also recruit mathematics and science professionals who seek to change careers. Successful candidates will be supported to enroll in a teacher-credentialing program at CSU/Hayward specifically designed for charter schools. ARC Associates and CSU/Hayward currently has a joint Master's degree program in Urban Teacher Leadership (www.arcassociates.org/l4dms.) The two agencies are in discussion to develop such program for charter school teachers.

IV. Collaboration and Networking Strategies

Parents, students and community members involvement

OUPS will partner with teachers, the school district, community groups, businesses, educational entities and charitable organizations in our development. OUPS will hold a series of community meetings to both inform parents and also the community about the school and to ask for their input. OUPS will draw upon the partnerships that the feeder schools already possess and also create new partnerships. Among the current partners are: The American Indian Child Resource Center, UC Berkeley's MESA program, I Have a Dream Foundation, and La Familia Child Resource Program. These programs will work with the school, counselors, and families to provide a comprehensive support system regarding physical and mental health, social services, and academic achievement.

External Partnership

Oakland is one of the few cities in the nation that have a comprehensive city supported program to serve youth. In 1996, Oakland citizens approved a ballot measure to set aside 2.5% of the city's general fund to support non-profit agencies to provide youth development and services programs. As a result, Oakland has many non-profit groups that are providing youth programs. Many of these programs will be complementary to the mission and goals of OUPS. We will seek partnership with them to serve our students.

We will also partner with local social and health services providers to develop a comprehensive support network for our student's family. Our external service coordinator will

be in charge of developing this network. He/she will work closely with the teachers and students to ensure that proper resources and assistance are given to help the families to support their children's education.

We will also partner with neighboring colleges and universities. All of them have programs that complement our goals. Examples of these programs are: GEAR Up, TRIO, MESA, Puente, Berkeley Pledge, and the Mills College Service Learning Program.

In addition, we will seek volunteers from the colleges and universities to serve as mentors to our students.

Developing an effective school culture

We will seek to develop the following culture in our school:

- Youth first,
- Open communication
- Can-do spirit,
- Respect and celebrate diversity
- Decision-making based on data inquiry

Development of culture requires a long period of time wherein the people involved can develop trust and respect for each other. Ground rules are often developed over time to accommodate the working styles of the individuals involved, as well as the history and context of our institution. We will seek external resources to coach and mentor our staff. The external coaches/mentors will facilitate our meetings, mediate conflicts, evaluate progress, and help resolve arising difficulties. Through this working experience, our school will develop a set of ground rules and norms for operation in a culture of teamwork and sharing of responsibilities.

Relationship with Oakland Unified School District

Oakland Unified School District will be the charter-granting agency of OUPS. OUPS recognizes that the district is a crucial partner and will make every effort to include the district within planning and implementations. It will remain as the monitoring agency for OUPS. As mentioned earlier, one of the board member of OUPS will be appointed by OUSD. As the liaison between OUPS and the school district, this member will have the first hand knowledge of and report to the district the operation and welfare of the school. On the other hand, this board member can also facilitate the provisions of district resources to the school when appropriate.

External means of technical support

OUPS will partner with both the school district and existing technical support providers. OUPS will seek the technical support of OUSD when appropriate. OUPS will also apply to Charter School Development Center's incubator project and will attend CSDC trainings, and work with CANEC and Oakland Charters Together, a federally funded charter support grant program. We recognize our need in keeping up with the variety of opportunities and legal requirements, and OUPS will seek relevant technical assistance in those areas as well.

Collective knowledge and experience of developers and operators

In addition to the experience of the design team previously mentioned, there is also extensive experience with traditional public schools and charters. Carole Quan has unparalleled experience in public schools, working for over thirty years as a teacher, administrator and superintendent in Oakland. Sau-Lim Tsang, Edmundo Norte, and Arlene Graham each bring decades of public school experience both teaching and consulting. With regards to charter schools, Dr. Ben Chavis is currently the director of American Indian Charter School and has

ushered a dramatic turnaround in what once was a troubled school. Dirk Tillotson has served on the Board of Directors for four Oakland charter schools, and has been involved with Oakland charters since the early 1990s, he is also writing his dissertation on charter school governance. These key personnel, as well as others, will provide a strong and sturdy base of experience in traditional public schools and charters.

V. Overall Program Evaluation

Comprehensive program monitoring and assessment structure

The school director/principal will be responsible for the evaluation of the instructional and other staff. This review will done two months after the employment of a new staff member and annually thereafter. The review will follow procedure to be developed which involve reviewing the materials, observations, and student and parent feedback. All staff reviews will be submitted to the board personnel committee for approval.

A separate committee of the board will be responsible for the monitoring and assessment of OUPS programs. The committee will work closely with the school council to review program progress data every semester. The committee will report the findings to the full board and to the school community. The director/principal will develop, with input from staff, parents, students, and partners, a plan to remedy any shortcomings and address difficulties. The plan will again be shared with the school community and approved by the full board.

In addition, the board will have a hotline soliciting suggestions for improvements. Anyone in the school community can provide recommendations for changes and/or adoption. The suggestions maybe provided anonymously.

Measurements to be used

Measurements to be reviewed will include:

- SAT/9 scores
- Attendance record
- Reading and Writing assessment scale
- Student Success Plans
- Number of volunteers/mentors
- Survey of partnering agencies (annual)

- Survey of teachers (annual)
- Student, teacher, partner focus groups (annual)
- Number of students participated/ completed service learning and/or leadership projects

Accountability plans to measure the viability of the charter school and its faithfulness to the charter

The OUPS board will have the responsibility of monitoring and assessing the degree OUPS is accomplishing the purposes and functions of our charter. To fulfill this, he board will seek an outside technical service provider (e.g. Bay Area Coalition for Equitable Schools) to conduct an annual review of the school according to the WASC review criteria. The review report together with an improvement plan developed by the site council will be shared among the school community. This iterative process will continue every year for three years and will decrease (if the school is on track) to once every three years

OUPS will be evaluated according to the following WASC criteria:

- Organization of student learning: School purpose, Governance, School leadership, Staffing, School environment, Reports of student progress, School improvement process
- Curriculum and Instruction: what students learn, how students learn, how assessment is used

- Support for students' personal and academic growth: Student connectedness to support services. Parent/community involvement
- Resource and management and development: Resources, Resource planning

VI. Grant Project Proposal

Project goals, design team member(s) responsible, and objectives

Goal 1 (Dirk Tillotson): Develop charter for adoption by Oakland Unified School District
Objective 1.1: Research model charter by-laws.
         1.2: Develop charter for OUPS to ensure legality, consistency, and compliance.
Goal 2 (JoAnne Grimm): Develop and implement management plan
Objective 2.1: Research model charter school management plan.
         2.2: Write management plan
         2.3: Implement management plan with coaching by technical assistance provider.
Goal 3 (Sau-Lim Tsang): Develop and implement financial management plan
Objective 3.1: Develop a 3-year Financial Plan
         3.2: Develop working relationship with fiscal agent, ARC Associates
         3.3   Identify local, state, and federal funding sources
         3.3: Actively apply for funding to improve the infrastructure of OUPS and to provide additional support to students
Goal 4 (Ben Chavis): Improve facilities
Objective 4.1: Develop facilities improvement plan
         4.2: Implement 1st year improvement plan
         4.3: Implement 2nd year improvement plan
Goal 5 (Sau-Lim Tsang): Develop and implement technology plan
Objective 5.1: Develop three-year technology infrastructure and training plan
         5.2: Install network
         5.3: Purchase and install hardware
         5.4: Train staff
Goal 6 (Carole Quan): Recruit staff
Objective 6.1: Develop recruitment plan
         6.2: Recruit school director/principal
         6.3: Recruit 1st year staff
         6.4: Recruit 2nd year staff
Goal 7 (Edmundo Norte): Develop curriculum
Objective 7.1: Develop curriculum paths, scope and sequences, and select textbooks
         7.2: Develop grade 9 and 10 curriculum
         7.3: Develop grade 11 curriculum
         7.4: Develop grade 12 curriculum
Goal 8 (Arlene Graham): Train staff
Objective 8.1: Conduct 1st year staff training
         8.2: Conduct 2nd year staff training
         8.3: Conduct 3rd year staff training

Products and Activities and Timeline (Table 1)

Goal	Products and/or activities	Begin Date	End Date
1. Develop charter	• Approved charter by Oakland USD	7/02	1/03
2. Develop and implement management plan	• Management plan • Coaching of implementation • Operation guidelines • Committee ground-rules • Decision making process • Personnel manual • School policies • Sharing of meeting minutes • Annual management report	7/02 1/03 1/03 7/03 7/03 1/03 1/03 9/03 5/04	12/02 6/04 6/03 12/03 12/03 6/03 8/03 6/05 6/05
3: Develop and implement financial management plan	• 3-year financial plan • Cash disbursement approval process • Monthly financial report • Annual audit report	7/02 1/03 7/02 4/04	12/02 3/03 6/05 9/05
Goal 4: Improve facilities	• 3-year improvement plan • Facilities meet ADA requirements • Well equipped laboratories • Well equipped classrooms • Safe athletic facilities	7/02 1/03 1/03 1/03 1/03	12/02 9/05 9/05 9/05 9/05
5: Develop and implement technology plan	• Technology plan • Networked school site • Internet connection • Computers for all teachers • Notebook computers for all students • Long-term staff training	7/02 6/03 6/03 7/03 1/03 7/03	12/02 9/03 9/03 7/05 7/05 7/05
6: Recruit staff	• Recruitment plan • Hiring of director/principal • Hiring of 1st year staff • Hiring of 2nd year staff • Hiring of 3rd year staff	1/03 3/03 6/03 6/04 6/05	2/03 5/03 9/03 9/04 9/05
7: Develop curriculum	• Curriculum paths • Text books for all students • 9th grade scope and sequence for each subject • 10th grade scope and sequence for each subject • 11th grade scope and sequence for each subject • 12th grade scope and sequence for each subject	7/03 7/03 7/03 7/03 7/04 7/05	9/03 9/05 9/03 9/03 9/04 9/05
8: Train staff	• 2003 summer staff training • 2003-04 staff training plan and implementation • 2004 summer staff training • 2004-05 staff training plan and implementation	8/03 9/03 8/04 9/04	9/03 6/04 9/04 6/05

• 2005 summer staff training	8/05	9/05

Individuals responsible for completion of work and qualifications

The design team members who are all volunteering their time for the OUPS will undertake the project goals. Their respective responsibilities are listed on page 11. They will work with consultants, technical assistance providers, and parents/students and community members to complete the tasks in this proposal. Their qualifications are described on pages 7 and 10 and are not repeated here.

Costs for each work product and activity to be performed

Cost for each work product/activity is included in the budget narrative.

Use and impact of other funds for support of the project

The design team members will perform many of the project tasks at no cost to the school. We will seek funding for the purchase of materials for all our students. We will also seek partnership with technology companies in the San Francisco Bay Area for donation to OUPS. Many companies will be replacing their Pentium III computers with the next generation (Pentium IV) of computers in the next two years. We believe our goal is realistic. In addition, we will partner with the many charter school technical assistance providers, including Oakland Charters Together, CANEC, and Charter School Development Center, to seek their active support for completion of our goals and objectives.

Procedure for monitoring progress and evaluating success

To ensure the completion of all goals, objectives, and activities, OUPS will ask Oakland Charters Together to monitor and evaluate the project. The evaluation will be formative and a variety of qualitative and quantitative data will be utilized in the evaluation. The evaluation will be carried out: (a) to document and describe the project activities that are planned and implemented by the design team, service contractors and collaborators; (b) to determine the extent to which the project is implemented as intended; (c) to regularly provide formative evaluation data to the project and participating schools for continuous improvement.

Three methods will be used for collecting data on project implementation:

Observation Data. The evaluator will make monthly observations major project activities. The evaluator will also attend selected school and community meetings. The evaluator will also conduct semi-annual interviews with the design team members and the school principal.

Survey, Focus Group, and Interview Data. Progress data will be collected through surveys from the principal, teachers, students, parents, and partners. Key members will be interviewed and focus group meetings will be held with school board members and school staff each semester to assess progress, satisfaction with the project and to detect difficulties.

Analysis of Project Documents and Service Records. The evaluator will review the meeting minutes, project records, and other project documents. Financial expenditure related to the project will also be analyzed.

Adherence to grant requirements

This project is proposed in compliant with the grant requirements. All activities are for the startup of the Oakland Unity Preparatory School. All expenses are one-time expenses and not recurring charges in the regular operation of the school.